

St Mary's R.C. Primary School SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



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St Mary's R.C. Primary School SEN information report

Date: November 2018

[Link to SEN Policy](#)

| This is what we provide in our school | This is North Yorkshire LA's minimum expectations of good practice |
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| What kinds of SEN are provided for in your school? | |
| <ul style="list-style-type: none">All children are welcomed into our school. | Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs. |
| What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them? | |
| <ul style="list-style-type: none">SENCo is Miss Sarah Fautley - 01748 822365SEN Governor is Mrs Dee KingThe SEND Policy details the philosophy, principles/aims, procedures/guidelines and performing/monitoring of the arrangement at St Mary's R.C. Primary School for identifying children with SEND and assessing their needs. | The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or a my support plan. This should include:- |

- For children requiring SEND support we will provide a written Pupil Profile, Learning Plan and a my support plan. This will include details of areas on need, SMART targets, interventions to be used, review dates, progress against targets, input from child and parents/carers and intended outcomes and indicate time scales for achievement of targets.
- Children requiring high levels of support will be referred for an Education Health Care Plan (EHCP)

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

- At St Mary's R.C. Primary School we have an open door policy and parents/carers are always welcome to speak to members of staff about their child/ren.
- We meet with parents/carers of children with SEND regularly (once every half term) at a time convenient to them to discuss their child's progress towards their targets and what aspirations parents/carers and their child have for the future.
- For children with an EHCP, an Annual Review is used to review and celebrate progress made and discuss ways in which parents can support their child's learning at home. Reviews can occur though at any time through the academic year.
- We will offer support and guidance to all parents/carers about how best to support their child in 1:1 meetings and also at out parent consultation evenings.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

- Pupils are involved in discussions, where possible, in setting their targets and goals and choosing their preferred strategies to reach them.
- Pupils complete a my support plan which allows them to specify their goals and aspirations.
- Reviews follow a pupil centred format.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

- The SENCO, Head teacher, Senior Leadership Team and the Governing Body monitor SEND provision to ensure progress.
- Provision mapping is used across the school to ensure consistency across the school for the inclusion of all pupils, including those with SEND.
- Monitoring takes place in the form of analysing data, learning walks and liaising with staff, parents and children for feedback.
- For some children, Learning Plan will be used to measure the impact of SEND strategies that have been put into place and the impact it has had on their learning over time.
- If your child is in Nursery or Reception their progress will be monitored against the Early Learning Goals.
- If your child is in Year 1 and above, but is not yet at National Curriculum band, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

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| <p>significant steps of progress. The levels are called 'P levels', 'Pre-key stage standards' and 'CAPPS Assessment'.</p> <ul style="list-style-type: none"> • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the school results are published nationally. • We encourage parents/carers to share their children's achievements out of school, to enable us to build a picture of the whole child. • Parents/carers families and children will be at the heart of all we do and will be fully informed at all stages. • The SEND policy is reviewed annually. | |
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What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

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| <p>For children joining St Mary's R.C. Primary :</p> <ul style="list-style-type: none"> • The SENCO will meet with the SENCO of the child's parent/ pre-school/nursery setting to discuss the specific needs of their child and a transition package will be put together for them as early on as is needed. • For any child, the SENCO will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition. • Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school. • Teacher will meet prior to transition to discuss the needs of | <p>Your SENCO should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p> |
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each pupil.

If your child is moving from St Mary's R.C. Primary school to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as needed your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What is your School's approach to teaching children and young people with SEND?

- At St Mary's we believe that the most effective way to support children is to provide high quality teaching. The quality of teaching and learning is regularly monitored and developed, such as GL Assessment Dyslexia Screening.
- We identify additional needs quickly and make adjustments where necessary to ensure that support is in place to enable progress.
- Classes are supported by trained Teaching Assistants and, where appropriate/necessary, individual children with SEND have additional teaching assistant support.
- We also provide small group and 1:1 support as a means of intervention;
- We use a wide variety of intervention to support children including:

Letters and Sounds phonics; Clicker 7; IDL; Speech Link; Precision Teaching; 1st Class @ Number; Success @ Arithmetic 1 & 2; Speed up

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;

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| <p>handwriting; Better Reading Support Partners. These provide many children, not just those with SEND, additional support for key skills.</p> <ul style="list-style-type: none"> • For children with SEND, the interventions in which your child is participating in will be discussed with you at half-termly reviews. • We regularly monitor progress of children with SEND and discuss with parents/carers in regular meetings. | <ul style="list-style-type: none"> • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress. |
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What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

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| <ul style="list-style-type: none"> • All staff are involved in the drawing up of our Whole School Provision Map, which is a document detailing agreed good practices. • All work is differentiated to meet the needs and learning styles of the individual child. • Work, if needed can be provided for in different formats e.g different coloured paper. • Classrooms at our school are vibrant environments ensuring children can access a wide variety of support from concrete resources to informative working walls and displays. • We provide work in different formats where necessary - coloured overlays, sloping boards, laptops, ipads and recording devices. • Use of a visual timetable in every class. • Colour schemes are used for working walls and exercise books to work in line as a Dyslexia friendly school. | <p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p> |
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What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

- Staff attend relevant training to ensure they can provide children with SEND a broad learning experience.
- SENCo attends regular networks and liaises with other SENCos in the area (including with the Swaledale Alliance of schools).
- SENCo ensures staff are informed of any updates/changes in staff meetings and carries out training where necessary.
- For staff members working with children with specific needs additional training and advice from outside agencies will be sought to ensure they can provide the most appropriate support.

All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.

Schools must make good use of their SEND funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

How do you evaluate the effectiveness of the provision made for children and young people with SEND?

The school evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of St Mary's R.C. Primary to those with similar starting points nationally;
- Lesson observations, book scrutinies, learning walks and discussions with teachers, pupils and parents/carers;
- Intervention analysis;
- Guidance from external specialists (e.g. Educational Psychology Service).
- A termly report to the governing body is prepared by the SENCo
- Ofsted inspection reports will also comment upon the quality of school provision for children with SEND.
- Use of EduKey to track learning plans and provision maps.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time - known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by

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| | <p>the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p> |
| <p>How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?</p> | |
| <ul style="list-style-type: none"> • All children with SEND are able to access our broad and balanced curriculum and extra curriculum activities. • All children in school are treated equally. | <p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND should be equally represented in positions of responsibility e.g. the school council.</p> |
| <p>How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p> | |
| <ul style="list-style-type: none"> • Our Catholic ethos is at the core of all that we do at St Mary's R.C Primary School "Jesus is at heart of all that we do". • We have a clear anti bullying policy • We have School and Class Rules • We have a strong buddy system that works between the older and younger pupils. • Reflection time, PSHE and Circle Time allows children time and space to reflect and offer suggestions or highlights concerns anonymously if they wish. • Nurture groups • We hold a time to talk lunchtime session for children requiring additional emotional support. • We have links with Bedale EMS and Compass Buzz for 1:1 Nurture groups and pastoral support for children requiring additional emotional support. • At St Mary's R.C. Primary School we have a school council who ensure that children's views are put forward and where appropriate help shape our school. | <p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p> |

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

- At St Mary's we are responsive to the needs of our children and liaise with other agencies and professionals to learn how to best support our children. These agencies include: educational psychologists, speech and language therapists, physiotherapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) and Enhanced Mainstream Schools (EMS) to provide additional support and interventions.
- Parental permission is always sought before involving anyone outside of school.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

- We endeavour to resolve any concerns quickly and would advise parents/carers to speak firstly with their child's class teacher or SENCo/Headteacher. If the matter cannot be resolved to the satisfaction of all there is a complaints policy that can be followed.
- Dee King is the named governor with responsibility for SEND

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.